



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Bachelor of Javanese Language and Literature Education Study**  
**Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Javanese Children's Literature	8820202212	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Latif Nur Hasan, S.Pd., M.Pd.		Prof. Dr. Darni, M.Hum			Latif Nur Hasan, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																				
	<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																			
	<b>PLO-4</b>	Develop yourself continuously and collaborate.																																																																																																																			
	<b>PLO-8</b>	Able to appreciate, assess and create modern and classical Javanese literary works in accordance with the structure and rules of literary genres;																																																																																																																			
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Utilizing science and technology to obtain, collect and process various basics and practices for appreciating children's literary works in order to improve the analysis skills of children's literary works and their application in Javanese language learning.																																																																																																																			
	<b>PO - 2</b>	Mastering theoretical concepts about children's literature and its intricacies, and being able to formulate solutions to various practical problems in appreciating children's literary works procedurally.																																																																																																																			
	<b>PO - 3</b>	Make strategic decisions based on analysis of information and data, and provide guidance in choosing various alternative solutions in resolving and resolving problems in the practice of appreciating children's literature (Javanese) in schools.																																																																																																																			
	<b>PO - 4</b>	Have a commitment and attitude of responsibility for your own and group learning performance in solving various practical problems in appreciating children's literature (Javanese) at school.																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-4</th> <th>PLO-8</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td>✓</td> <td></td> </tr> </table>			P.O	PLO-3	PLO-4	PLO-8	PO-1			✓	PO-2	✓			PO-3	✓		✓	PO-4	✓	✓																																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																					
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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<b>Short Course Description</b>	Study and development and implementation of children's literature learning which includes basic concepts of children's literature (Javanese) and training to analyze children's literary works and their application in Javanese language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, presentation and discussion, and reflection.
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<b>References</b>	<b>Main :</b>
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1. Sarumpaet, Riris K. 1976. *Bacaan Anak-anak*. Jakarta: Pustaka Jaya.
2. Sugihastuti. 1996. *Serba-serbi Cerita Anak*. Yogyakarta: Pustaka Pelajar.
3. Patik, Othman dan Abdul P. Achmad. (ed). 1984. *Sekitar Sastra Kanak-kanak dan Remaja*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
4. Nurgiyantoro, Burhan. 2018. *Sastra Anak: Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gadjah Mada University Press

**Supporters:**

**Supporting lecturer** Latif Nur Hasan, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Basic Concepts of Literature and Children's Literature	Able to understand basic concepts of literature and children's literature	<p><b>Criteria:</b> Participation during lectures and discussions is carried out through observation</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	lecture 2 X 50		<p><b>Material:</b> basic concepts of literature and children's literature <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i></p>	5%
2	In-depth understanding of the Basic Concepts, Goals, Functions and Characteristics of Children's Literature	Explain the objectives of learning children's literature	<p><b>Criteria:</b> Participation during lectures and discussions is carried out through observation</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	lectures and discussions 2 X 50		<p><b>Material:</b> Basic Concepts, Aims, Functions and Characteristics of Children's Literature <b>Library:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i></p>	5%
3	In-depth understanding of the types of Children's Literature	Explain the types of children's literature	<p><b>Criteria:</b> Participation during lectures and discussions is carried out through observation</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	lectures and discussions 2 X 50		<p><b>Material:</b> types of children's literature. <b>Library:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i></p>	5%
4	In-depth understanding of methods and techniques for analyzing children's literature	Explain the method of analyzing children's literature	<p><b>Criteria:</b> Participation during lectures and discussions is carried out through observation</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures and discussions 2 X 50		<p><b>Material:</b> Methods and Techniques for Analysis of Children's Literature <b>Library:</b> <i>Sarumpaet, Riris K. 1976. Children's Reading. Jakarta: Pustaka Jaya.</i></p>	5%

5	Mastering the Characteristics of Children's Literature in the Form of Prose and Models of Analysis	1.1. Explain the characteristics of children's prose 2.2. Explain the analysis model for children's prose	<b>Criteria:</b> Participation during lectures and discussions is carried out through observation  <b>Form of Assessment :</b> Portfolio Assessment	Lectures and discussions 2 X 50		<b>Material:</b> children's literature <b>Reference:</b> <i>Sarumpaet, Riris K. 1976. Children's Reading. Jakarta: Pustaka Jaya.</i>	5%
6	Characteristics of Children's Literary Works in the Form of Poetry and Models of Analysis	1. Explain the characteristics of children's poetry 2. Explain the analysis model for children's poetry 3. Apply the analysis model for children's poetry	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5. UAS score, weight (3)  <b>Form of Assessment :</b> Portfolio Assessment	Lectures and discussions 2 X 50		<b>Material:</b> children's literature <b>Bibliography:</b> <i>Patik, Othman and Abdul P. Achmad. (ed.). 1984. About Children's and Youth Literature. Kuala Lumpur: Language and Library Council.</i>	5%
7	Characteristics of Children's Literary Works in the Form of Songs and Models of Analysis	1. Explain the characteristics of children's songs 2. Explain the analysis model of children's songs 3. Apply the analysis model of children's songs	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5. UAS score, weight (3)  <b>Form of Assessment :</b> Portfolio Assessment	Lectures and discussions 2 X 50		<b>Material:</b> children's literature <b>Bibliography:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i>	5%

8	UTS	Mastering meeting material 1-7 well	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment</b> : Test</p>	2 X 50		<p><b>Material:</b> children's literature <b>Library:</b> Sugihastuti. 1996. <i>Miscellaneous Children's Stories</i>. Yogyakarta: Student Library.</p>	10%
9	Characteristics of Children's Literature in the Form of Drama and Models of Analysis	<ol style="list-style-type: none"> <li>1. Explain the characteristics of children's drama</li> <li>2. Explain the analysis model for children's drama</li> <li>3. Apply the analysis model for children's drama</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Lectures and discussions 2 X 50		<p><b>Material:</b> children's literature <b>Bibliography:</b> Patik, Othman and Abdul P. Achmad. (ed.). 1984 . <i>About Children's and Youth Literature</i>. Kuala Lumpur: Language and Library Council.</p>	5%
10	Discussion of children's drawings by students	<ol style="list-style-type: none"> <li>1. Able to create literary works in the form of guritans</li> <li>2. Able to analyze literary works in the form of guritans</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Presentation, discussion and consultative 2 X 50		<p><b>Material:</b> children's literature <b>Bibliography:</b> Patik, Othman and Abdul P. Achmad. (ed.). 1984 . <i>About Children's and Youth Literature</i>. Kuala Lumpur: Language and Library Council.</p>	5%

11	Group Discussion of Literary Works in Prose Form	Skilled in writing children's literature in prose form	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Presentation, discussion and consultative 2 X 50		<p><b>Material:</b> children's literature <b>Library:</b> Sugihastuti. 1996. <i>Miscellaneous Children's Stories</i>. Yogyakarta: Student Library.</p>	10%
12	Group Discussion of Literary Works in the Form of Songs	1. Able to create literary works in the form of drama. 2. Able to analyze literary works in the form of drama	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Presentation, discussion and consultative 2 X 50		<p><b>Material:</b> children's literature <b>Bibliography:</b> Nurgiyantoro, Burhan. 2018. <i>Children's Literature: An Introduction to Understanding Children's World</i>. Yogyakarta: Gadjah Mada University Press</p>	5%

13	Writing Children's Literature in Prose	Skilled in writing children's literature in prose form	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Assignment 2 X 50		<p><b>Material:</b> children's literature <b>Bibliography:</b> <i>Patik, Othman and Abdul P. Achmad. (ed.). 1984 . About Children's and Youth Literature. Kuala Lumpur: Language and Library Council.</i></p>	5%
14	Writing Children's Literature in the Form of Poetry/Songs	Skilled in writing children's literature in the form of poetry/songs	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Assignment 2 X 50		<p><b>Material:</b> children's literature <b>Bibliography:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i></p> <hr/> <p><b>Material:</b> children's literature <b>Bibliography:</b> <i>Patik, Othman and Abdul P. Achmad. (ed.). 1984 . About Children's and Youth Literature. Kuala Lumpur: Language and Library Council.</i></p>	10%

15	Writing Children's Literature in the Form of Drama	Skilled in writing children's literature in the form of drama	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects: <ol style="list-style-type: none"> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Assignment 2 X 50		<p><b>Material:</b> children's literature</p> <p><b>Bibliography:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i></p>	5%
16	UAS	Mastering meeting material 1-15 well	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects: <ol style="list-style-type: none"> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</li> <li>4.3. Task results, weight (3)</li> <li>5.UAS score, weight (3)</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Test</p>	2 X 50		<p><b>Material:</b> children's literature</p> <p><b>Bibliography:</b> <i>Nurgiyantoro, Burhan. 2018. Children's Literature: An Introduction to Understanding Children's World. Yogyakarta: Gadjah Mada University Press</i></p>	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	30%
3.	Portfolio Assessment	30%
4.	Test	20%
		100%

#### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.